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ABSTRACT

This document discusses results from a Campus Climate survey conducted at Cypress College on faculty and staff during the fall 2000 semester. The survey queried employees regarding their general perception of the campus, ethnic diversity, job satisfaction, and perceptions of the students and programs. This was the first time such a study was conducted among the faculty and staff at Cypress College. The survey was sent out to all the faculty, staff and administrators at Cypress College, approximately 1,000 individuals. The response rate was about 33%. Respondents from the survey were predominantly full-time, Caucasian, male, and members of the faculty. The article outlines and discusses results for: (1) socio-demographic characteristics; (2) general college atmosphere; (3) facilities and safety; (4) campus communication; (5) diversity and gender; (6) student recruitment and retention; (7) perceptions of students; and (8) job satisfaction. It concludes that, in general, employees have a positive view of the college, their jobs, and the students they serve. However, campus facilities received negative ratings by nearly half the respondents. Appendix A contains the full text of the survey. Appendix B contains responses to the qualitative survey items. (Contain 25 tables.) (JS)

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CAMPUS CLIMATE SURVEY

Faculty and Staff Opinions of the Campus Environment

Cypress College
North Orange County Community College District

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EXECUTIVE SUMMARY

BACKGROUND

Cypress College conducted a Campus Climate survey among its faculty and staff during the Fall 2000 semester. The survey queried employees regarding their general perception of the campus, ethnic diversity, job satisfaction, and perceptions of students and programs. What follow are the results for those employees responding to the survey. Responding employees were predominantly full-time, Caucasian, male, and members of the faculty. Results should be assimilated with these factors in mind.

FINDINGS

Nearly 21% of employees reported an employment history of 20 or more years and nearly the same percentage reported that they are 55 plus years of age. Potentially, the college will be facing the retirement of nearly 20% of its full-time workforce over the next five years, giving the college a significant opportunity to increase the diversity of its workforce.

Overall, Cypress College faculty and staff members viewed the campus atmosphere favorably. A majority (51% or more) of Cypress College employees assigned positive ratings to each of the eleven descriptors. About 70% of employees agreed that the campus was friendly, 67% felt it was comfortable, and 66% felt the campus had a climate of respect.

Only 30% of employees agreed that campus facilities were maintained. Forty-six percent of employees felt campus facilities were not kept clean and detracted from the learning environment.

Generally speaking, more employees than not reported they felt safe while on campus. Variation was present, however, with regard to time of day and personal versus property safety. About 81% of employees felt safe walking on campus during the day but little more than half as many felt safe doing so at night.

Overall, the majority of Cypress College employees felt they were at least somewhat informed about happenings on campus (81%) and within their departments (92%).

The three most important sources of information to faculty and staff members responding to this survey are division or department area meetings (77%), direct written correspondence (76%), and newsletters and flyers (62%). E-mail is also viewed as an important source of information by nearly half of employees (49%).

Nearly 51% of Cypress College employees reported they were satisfied with the ethnic diversity of its faculty members. Slightly less than half of Cypress College employees

(49%) indicated they were satisfied with the ethnic diversity of staff and administrators on campus.

For the most part, employees did not feel that prejudice was a problem on campus. Additionally, an overwhelming majority of respondents felt that women and ethnic minorities had equal opportunities for recognition, respect, and advancement. The college did not do so well in terms of its inclusion of students in the decision-making process.

Approximately 31% of employees felt the college had a very strong commitment to diversity and another 40% (n=130) of employees felt the college had a fairly strong commitment to diversity.

The majority of Cypress College employees supported college efforts for student retention. The emphasis, however, was on retaining all enrolled students rather than specific segments of the student population (i.e., members of certain ethnic groups or students unprepared for college level work).

Most employees viewed Cypress College students as academically unprepared. The lack of readiness that employees perceived, however, was not attributable to language or culture but was associated with the general student population.

Overall, college employees had positive regard for programs designed to help historically underrepresented students. While the majority of Cypress College faculty and staff members expressed neutral feelings, approximately 40% of employees felt these programs are not remedial, are educationally effective, and are central to the college's mission.

While most employees agreed that the promotion of teamwork is an important part of their job, less than half actually felt a sense of team spirit at the college. In addition, most employees were optimistic about the benefits of shared governance at Cypress College but not as many employees felt they had the opportunity to meaningfully share in it. Less than half of employees agreed that staff development activities meet their needs.

The vast majority of Cypress College employees indicated an overall satisfaction with their jobs. A large percentage of employees reported satisfaction with their work relationships (colleagues, supervisors or administrators, and students). Most employees also indicated that their positions meet their professional goals and offer sufficient chance for advancement and personal growth. Employment benefits were also satisfactory for most employees. Less than half of Cypress College employees, however, reported satisfaction with their salaries.

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PURPOSE

Campus climate surveys are studies that are commonly undertaken at regular intervals on college campuses. Typically these surveys consist of items related to perceptions of the campus, feelings of acceptance and belonging, ethnic diversity, and access to and satisfaction with campus services. Fall 2000 marked the first time such a study was conducted among faculty and staff at Cypress College. Its purpose was to gain a better understanding of the Cypress College community in addition to ascertaining employee perceptions of their work environment and the students they serve.

METHOD AND INSTRUMENT

The survey instrument was distributed to Cypress College faculty, staff, and administrators during the months of November and December 2000. Participation in the survey was voluntary and anonymous. The survey was administered by SCANTRON form. Responses to qualitative items were either answered directly on the SCANTRON form or on the survey instrument. The full text of the survey instrument can be found in Appendix A. Responses to the qualitative survey items (questions 90 through 92) can be found in Appendix B.

The faculty-staff survey instrument can be characterized as general in nature. It was designed to gain an overview of employee opinions of the college rather than examine any specific issue in depth. Many of the items from the Cypress College project came from climate surveys administered at other community college campuses such as Golden West College and the Rancho Santiago Community College District.

SAMPLE

The survey instrument was sent out to the entire population of faculty, staff, and administrators at Cypress College, approximately 1,000 individuals. Of these employees, 331 returned surveys to the Research Office resulting in a response rate of approximately 33%. The final sample of 331 employees represents the 95% confidence interval and a precision level ranging between +/- 3% to +/-6%[1].

RESULTS

Results for the survey are reported for the total faculty-staff sample. Results are not reported for specific subpopulations, such as ethnicity or employee classifications, due to the small sample sizes of those groups. The small sample sizes of the subpopulations render the sample statistics for those groups unstable; that is to say, they are subject to broad-ranging precision levels.

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[1] Given that the response rate is less than 50%, survey results may be subject to non-response bias.

Additionally, it should be noted that the majority of survey respondents were Caucasian, male, full-time, and members of the faculty (refer to Table 1 for the ethnic and gender distributions of the faculty-staff sample). Because of the lower than expected response rate, and the possible over-representation of Caucasian, males, full-time staff, and faculty member respondents in the final sample, it is not clear whether the results presented in this report are generalizable to the entire population of full-time and part-time employees at Cypress College. Data that compares the ethnic and gender distributions of all full-time and part-time employees with the sample distribution are not available at this time[2].

What follow are the results for those employees responding to the survey. Responding employees were predominantly full-time, Caucasian, male, and members of the faculty. Results should be assimilated with these factors in mind.

Sociodemographic Characteristics[3]

Faculty and staff members were asked a variety of descriptive questions related to their social, economic, and demographic characteristics in an effort to determine some of the dominant characteristics of the working population at Cypress College.

The majority of respondents, 57% (n=181), reported that they were male, with approximately 85% indicating they were 35 years of age or older. Nearly 20% (n = 62) of employees reported they were fifty-five or older, and about 23% reported that they were between the ages of 45 to 54. No employees responding to the survey reported they were between the ages of 18 to 24.

The majority (71%, n=216) of Cypress College faculty and staff members responding to the survey identified themselves as Caucasian, followed by Latinos, Asians, and African-Americans, which comprised 9% (n=26), 7% (n=22), and 3% (n=9) of employees, respectively. Only 1% of the respondents indicated that they were of Native American descent and less than 1% was Filipino; the remaining 10% (n=24) reported that they were other ethnicities.

Nearly three fourths of the survey respondents (72%, n = 228) reported full-time employment status. A minority of Cypress College workers indicated they were administrative management employees (8%, n=24), non-faculty employees (5%, n=14), or confidential employees (1%, n=3). A larger percent (25%, n=79) indicated they were classified employees. Most employees responding to the survey (62%, n=191), however, indicated they were faculty members.

Nearly 40% (n=125) of survey respondents reported working at the college 11 or more years. About 42% of respondents indicated that they have been working at the college five years or less. Interestingly, there are nearly equal percentages of employees at both ends of the employment spectrum. About 21% of survey respondents indicated they have

[2] Demographic data for full-time employees are the only population demographics available at this time.
[3] Survey questions 80-88.

been employed at the college for more than 20 years and about 26% reported that the college has employed them for two years or less.

The majority of employees work during daylight hours. About 40% (n=124) reported that they work only during the daytime, a little over half (52%, n=162) reported that they work both day and night, and only 9% (n=27) reported that they work evenings only.

Approximately 7% of respondents reported they suffered from some form of disability, the majority of which were in the physical impairment category.

Table 1 presents the distribution of faculty-staff responses to selected sociodemographic questions. These distributions indicate that the majority of respondents were Caucasian, male, over the age of thirty-five, worked at the college six or more years, and held faculty positions. Additionally, nearly three-quarters of employees reported full-time employment.

If these results are indeed generalizable to the population of Cypress College employees, there are some interesting implications for the college. With nearly 21% of employees reporting an employment history of 20 or more years and nearly the same percentage reporting that they are 55 plus years of age, the college will be facing the retirement of nearly 20% of its full-time workforce over the next five years. This will give the college a significant opportunity to increase the diversity of its workforce.

Table 1. Sample Distributions of Selected Demographic Variables.

Survey Item	N	Percent	Survey Item	N	Percent
Gender			**Position Type**		
Male	181	57.1%	Full-time	228	72.4%
Female	136	42.9%	Part-time	87	27.6%
Total	317	100.0%	Total	315	100.0%
Age					
Below 18	4	1.3%	**Employee Group**		
18 to 24	0	0.0%	Faculty Credit	191	61.4%
25 to 34	44	14.1%	Faculty Non-Credit	14	4.5%
35 to 44	73	23.3%	Classified	79	25.4%
45 to 54	130	41.5%	Confidential	3	1.0%
55 or Older	62	19.8%	Administrative Manager	24	7.7%
Total	313	100.0%	Total	311	100.0%
Ethnicity					
African-American	9	2.9%	**Length of Employment**		
Asian	22	7.2%	2 years or less	82	26.3%
Caucasian	216	70.6%	3 to 5 years	48	15.4%
Filipino	2	0.7%	6 to 10 years	57	18.3%
Latino	26	8.5%	11 to 20 years	60	19.2%
Other	31	10.1%	More than 20 years	65	20.8%
Total	306	100.0%	Total	312	100.0%

General College Atmosphere[4]

The first eleven items faculty and staff were asked to respond to on the questionnaire represent various aspects of the college atmosphere or environment presented along a five-point continuum. Faculty and staff members were asked to rate each of these aspects on a scale of one to five. Generally, a response of one indicates the employee felt the college reflected a more positive feeling (such as 'relaxed' or supportive') and a response of five indicates the employee felt the college reflected a more negative feeling (such as 'tense' or 'unsupportive'). Ratings of one or two are considered positive while ratings of four or five are considered negative. A response of three is considered neutral.

Overall, Cypress College faculty and staff members viewed the campus atmosphere favorably. A majority (51% or more) of Cypress College employees assigned positive ratings to each of the eleven descriptors. About 70% (n=217) of employees agreed that the campus was friendly, 67% felt it was comfortable, and 66% (n=203) felt the campus had a climate of respect. Slightly less than 20% of respondents rated the campus atmosphere negatively on any given item. Perceptual items fielding higher proportions of negative responses included: artificial (20%), unsupportive (18%), competitive (17%), much conflict (17%), and indifferent (17%).

Table 2 presents each of the eleven college atmosphere items and the distribution of faculty-staff responses.

[4] Survey questions 1-11.

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Table 2. Percent Distribution of Faculty-Staff Ratings on General College Atmosphere.

Survey Item	Positive Rating	Neutral Rating	Negative Rating
1. Relaxed vs Tense	60.8	27.2	12.0
	(n=188)	(n=84)	(n=37)
2. Supportive vs Unsupportive	56.8	25.2	18.1
	(n=176)	(n=78)	(n=56)
3. Friendly vs Hostile	70.0	22.6	7.4
	(n=217)	(n=70)	(n=23)
4. Cooperative vs Competitive	55.9	27.3	16.7
	(n=174)	(n=85)	(n=52)
5. Respectful vs Disrespectful	65.5	23.9	10.6
	(n=203)	(n=74)	(n=33)
6. Tolerant vs Intolerant	65.0	27.8	7.1
	(n=201)	(n=86)	(n=22)
7. Comfortable vs Uncomfortable	67.2	21.8	11.0
	(n=207)	(n=67)	(n=34)
8. Open vs Closed	59.0	26.8	14.2
	(n=183)	(n=83)	(n=44)
9. Harmonious vs Much Conflict	50.5	33.0	16.5
	(n=156)	(n=102)	(n=51)
10. Interested vs Indifferent	53.5	29.7	16.8
	(n=166)	(n=92)	(n=52)
11. Sincere vs Artificial	59.7	20.5	19.8
	(n=184)	(n=63)	(n=61)

Facilities and Safety

Six survey items dealt with the physical environment and facilities of the college and campus safety. Faculty and staff members were asked to indicate their level of agreement on each of these items along the same five-point continuum where responses of one or two indicate agreement with the statement, responses of three indicate neutrality toward the statement, and responses of four or five indicate disagreement with the statement.

Facilities.[5] Employee opinions regarding the college environment were mixed. Nearly 60% (n=193) agreed that the campus grounds were attractive and created a pleasing environment. Roughly half as many employees (30%, n=98), however, agreed that campus facilities were maintained appropriately. Forty-six percent (n=151) of employees felt campus facilities were not kept clean and detracted from the learning environment. Table 3 presents both grounds and facilities items and the distribution of faculty-staff responses.

[5] Survey questions 19 and 20.

Table 3. Percent Distribution of Faculty-Staff Ratings on Campus Grounds and Facilities.

Survey Item	Agree	Neutral	Disagree
19. The campus grounds are attractive and contribute to a pleasant environment at Cypress College.	58.8 (n=193)	21.6 (n=71)	19.5 (n=64)
20. Facilities are clean and do not detract from the learning experience.	29.8 (n=98)	24.3 (n=80)	45.9 (n=151)

Safety.[6] Generally speaking, more employees reported they felt safe than unsafe while on campus. Variation was present, however, with regard to time of day and personal versus property safety. More than four-fifths (81%, n=265) of employees felt safe walking on campus during the day but little more than half as many (44%, n=143) felt safe doing so at night. While 81% (n=265) of employees felt personal safety during daylight hours, only 60% (n=196) felt their automobiles were safely parked during the day. Table 4 presents each of the four campus safety items and the distribution of faculty-staff responses.

Table 4. Percent Distribution of Faculty-Staff Ratings on Campus Safety.

Survey Item	Agree	Neutral	Disagree
21. I feel safe when walking on campus during the daytime.	80.8 (n=265)	11.0 (n=36)	8.2 (n=27)
22. I feel safe walking on campus at night.	44.3 (n=143)	23.2 (n=75)	32.5 (n=105)
23. My car is safe when it is parked on campus during the daytime.	59.9 (n=196)	24.8 (n=81)	15.3 (n=50)
24. My car is safe when it is parked on campus at night.	42.3 (n=137)	29.3 (n=95)	28.4 (n=92)

Campus Communication

The survey contained twelve questions related to campus communication. Four items examined employee access to information, two items addressed employees' opportunities to make suggestions on campus, and six items focused on important sources of information for faculty and staff members.

Access to Information.[7] Employees were asked to rate, along a four-point scale, how informed they perceived themselves to be regarding things that were happening at the

[6] Survey questions 21-24.
[7] Survey questions 38, 39, 51, and 58.

college. Employees were also asked to indicate their level of agreement along the same five-point continuum used throughout the survey instrument, whether they felt they received enough information from other sources.

Overall, the majority of Cypress College employees felt they were at least somewhat informed about happenings on campus (81%, n=264) and within their departments (92%, n=243). Not surprisingly, faculty-staff members felt less informed about campus proceedings than those proceedings within their own departments. The majority of employees felt only somewhat informed about college-wide happenings (61%, n=200) but very well informed (70%, n=185) within their departments.

Approximately 44% (n=133) of employees agreed that upper administration openly shares essential information with managers while 16% (n=49) of employees disagreed. About 40% (n=121) of employees were neutral. Sixty-three percent (n=206) of employees agreed that they receive the information needed to fulfill their job responsibilities on a regular basis whereas 13% (n=43) of employees disagreed. No opinion was expressed by 24% (n=78) of employees. Although less than half of employees agree that upper administration shares essential information with managers, nearly two-thirds of employees reported they regularly receive enough information to do their own jobs.

Tables 5 and 6 present each of the four information access items and the distribution of faculty-staff responses.

Table 5. Percent Distribution of Informed Perception Level.

Survey Item	Very Well Informed	Somewhat Informed	Poorly Informed	Not at All Informed
38. How informed do you think you are about what is happening at Cypress College (college-wide)?	19.5 (n=64)	61.0 (n=200)	17.1 (n=56)	2.4 (n=8)
39. How informed do you think you are about what is happening in your division or unit?	69.8 (n=185)	21.9 (n=58)	6.4 (n=17)	1.9 (n=5)

Table 6. Percent Distribution of Level of Agreement Regarding Information Sharing.

Survey Item	Agree	Neutral	Disagree
51. Upper administration openly shares essential information with managers	43.9 (n=133)	39.9 (n=121)	16.2 (n=49)
58. I regularly receive the information I need to help me fulfill my job responsibilities	63.0 (n=206)	23.9 (n=78)	13.1 (n=43)

Suggestion Making.[8] There were two items related to employee ability to make suggestions. For the first item faculty-staff members were asked to rate, along a four-point scale, how frequently opportunities to make suggestions occur (refer to Table 7 for the details of the Likert scale). For the second item, employees were also asked to rate, along a four point scale, their personal level of awareness for suggestion making (refer to Table 8 for the details of the Likert scale).

The majority of college employees reported that opportunities to make suggestions at the departmental level exist. Approximately 62% (n=204) of employees indicated there are often opportunities, 26% (n=86) of employees indicated there are occasionally opportunities, and 9% (n=31) of employees indicated there are seldom opportunities. Only 3% (n=9) of employees indicated a complete lack of opportunity to make suggestions to the department.

Most faculty-staff members indicated they were at least somewhat aware of the appropriate and effective channels to use for making suggestions heard at the institutional level. The majority of employees (40%, n=132), however, reported they were only somewhat aware of these channels. Thirty-two percent (n=106) of employees indicated they were very aware of the appropriate and effective channels to use, but nearly as many (27%, n=90) employees reported a vague awareness or no awareness of how to effectively voice suggestions to the institution.

Tables 7 and 8 present both suggestion making items and the distribution of faculty-staff responses.

Table 7. Percent Distribution of Faculty-Staff Ratings on Suggestion Making at the Department Level.

Survey Item	Often	Occasionally	Seldom	Never
40. Are opportunities available for you to make suggestions for improvements at your department or unit level?	61.8 (n=204)	26.1 (n=86)	9.4 (n=31)	2.7 (n=9)

[8] Survey questions 40 and 41.

Table 8. Percent Distribution of Faculty-Staff Ratings on Suggestion Making at the Institutional Level.

Survey Item	Very Aware	Somewhat Aware	Vaguely Aware	Not Aware
41. Are you aware of appropriate and effective channels for making suggestions heard at the institutional level?	32.3 (n=106)	40.2 (n=132)	19.5 (n=64)	7.9 (n=26)

Sources of Information.[9] For each of the items related to sources of information, faculty and staff members were asked to rate the importance of various campus information sources along a five-point continuum. The five point continuum used in this series of questions mirrors the five point continuum used for level of agreement throughout the survey. A response of one indicates the source was very important, a response of two indicates the source was somewhat important, a response of three indicates the source was neither important nor unimportant, a response of four indicates the source was somewhat unimportant, and a response of five indicates the source was completely unimportant. Sources rated as one or two are considered important while sources rated as four or five are considered unimportant.

The three most important sources of information to faculty and staff members responding to this survey are division or department area meetings (77%, n=241), direct written correspondence (76%, n=240), and newsletters and flyers (62%, n=197). E-mail is also viewed as an important source of information by nearly half of employees (49%, n=153). The "rumour mill" is considered unimportant by nearly two-thirds (64%, n=198) of faculty-staff members. Table 9 presents each of the six information source items and the distribution of faculty-staff responses.

[9] Survey questions 74-79.

Table 9. Percent Distribution of Faculty-Staff Ratings on Sources of Information.

Survey Item	Important	Neutral	Not Important
74. How important to you, as a source of information about campus issues, is direct written correspondence?	75.7 (n=240)	20.8 (n=66)	3.5 (n=11)
75. How important to you, as a source of information about campus issues, is e-mail?	48.6 (n=153)	20.3 (n=64)	31.1 (n=98)
76. How important to you, as a source of information about campus issues, is "the rumour mill"?	14.5 (n=45)	21.9 (n=68)	63.7 (n=198)
77. How important to you, as a source of information about campus issues, are college committee meetings?	41.7 (n=129)	30.7 (n=95)	27.5 (n=85)
78. How important to you, as a source of information about campus issues, are meetings in your division/department area?	76.5 (n=241)	15.6 (n=49)	7.9 (n=25)
79. How important to you, as a source of information about campus issues, are newsletters and flyers?	61.9 (n=197)	25.5 (n=81)	12.6 (n=40)

Diversity and Gender

Members of the faculty and staff were asked to respond to several statements on the survey relating to diversity on the Cypress College campus. Unless otherwise noted, responses to these items were rated on the five-point agreement continuum used throughout the survey instrument.

Satisfaction with Employee Diversity.[10] Nearly 51% (n=163) of Cypress College employees reported they were satisfied with the ethnic diversity of its faculty members. About 26% (n=84) of employees were neutral on this issue and approximately 23% (n=75) of employees reported dissatisfaction with the diversity of ethnic backgrounds among teachers at the campus.

Slightly less than half of Cypress College employees (49%, n=158) indicated they were satisfied with the ethnic diversity of staff and administrators on campus. Approximately 27% (n=86) of employees reported that they were neutral on this issue while about 24% (n=78) of employees expressed dissatisfaction with ethnic diversity among staff and administrators on campus.

Approximately half of employees reported they were satisfied with the diversity of ethnic backgrounds of teachers, staff, and administrators. Roughly 25% of employees did not express an opinion. Overall, these are good ratings for the college with some room for

[10] Survey questions 14 and 15.

improvement, however it is important to note the majority of respondents to the faculty-staff survey were Caucasian, and male faculty members with full-time employment status. It is possible that female employees and employees from different ethnic backgrounds do not feel the same way as their Caucasian, male counterparts. The results of analyses for these subpopulations are not presented here due to the instability of the small sample sizes. Table 10 presents both satisfaction with employee diversity items and the distribution of faculty-staff responses.

Table 10. Percent Distribution of Faculty-Staff Ratings on Satisfaction with Employee Diversity.

Survey Item	Agree	Neutral	Disagree
14. I am satisfied with the diversity of the ethnic backgrounds of the faculty.	50.6 (n=163)	26.1 (n=84)	23.3 (n=75)
15. I am satisfied with the diversity of the ethnic backgrounds of the staff and administrators at Cypress College.	49.1 (n=158)	26.7 (n=86)	24.2 (n=78)

Relationships.[11] About 58% (n=187) of employees disagreed when asked if they felt most comfortable socializing, at Cypress College, with individuals of their own ethnic background. Approximately 31% (n=100) of employees expressed no opinion. Only 11% (n=37) indicated they were most comfortable interacting with members of the same ethnicity.

Approximately 45% (n=144) of faculty-staff members reported they felt comfortable when participating in activities centered on other cultures. About 35% (n=111) were neutral and 20% (n=63) expressed discomfort when taking part in such activities.

Most college employees (65%, n=210) disagreed that superficial friendliness and tension among people of differing backgrounds exist on campus whereas 15% (n=49) agreed it was present. Twenty percent (n=64) of employees had no opinion.

The majority of faculty-staff members reported they did not feel it was their responsibility to act as a spokesperson for either their ethnicity or gender (62%, n=202 and 51%, n=166, respectively) and approximately one-quarter of employees indicated they were neutral (26%, n=83 and 26%, n=85, respectively). Roughly 23% (n=73) of employees felt they should speak out for their gender and 12% (n=140) felt they should act as a voice for their ethnic group.

Most Cypress College employees indicated they felt comfortable with ethnic diversity on campus. A minority of employees, however, felt the responsibility to act as a spokesperson for their gender or ethnicity. Table 11 presents each of the five relationship items and the distribution of faculty-staff responses.

[11] Survey questions 12, 13, and 16-18.

Table 11. Percent Distribution of Faculty-Staff Ratings on Relationships.

Survey Item	Agree	Neutral	Disagree
12. At Cypress College, I feel most comfortable when I socialize with people from the same ethnic/racial background as mine.	11.4 (n=37)	30.9 (n=100)	57.7 (n=187)
13. At Cypress College, I feel comfortable when I participate in campus activities that focus on cultures other than my own.	45.3 (n=144)	34.9 (n=111)	19.8 (n=63)
16. While at Cypress College, I feel some responsibility to be a spokesperson for my racial/ethnic group.	12.3 (n=40)	25.5 (n=83)	62.2 (n=202)
17. While at Cypress College, I feel some responsibility to be a spokesperson for my gender.	22.5 (n=73)	26.2 (n=85)	51.2 (n=166)
18. There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension.	15.2 (n=49)	19.8 (n=64)	65.0 (n=210)

Equity and Inclusion.[12] Roughly 25% (n=76) of employees agreed that students are asked for input when important campus decisions are made. Almost 45% (n=138) of employees were neutral and about 31% (n=95) indicated they disagreed that student ideas are sought in making important decisions on campus.

Nearly half (48%, n=148) of employees disagreed that prejudice among students is a problem on campus. About 38% (n=119) of employees expressed no opinion and 14% (n= 43) of employees felt that student prejudice is a problem.

The majority (63%, n=200) of employees did not feel that prejudice among faculty and staff is a problem on campus. Nearly a quarter (24%, n=75) of employees were neutral and 13% (n=41) of employees felt employee prejudice is a problem at Cypress College.

Employees were also asked to rate two equity and inclusion items along a four-point scale. A response of one would indicate definite agreement (yes, definitely), a response of two would indicate general agreement (yes, generally), a response of three would indicate limited agreement (not always), and a response of four would indicate disagreement (no). Response category five was included in the event that the respondent was unable to answer the question.

An overwhelming majority of respondents (82%, n=269) felt women have equal opportunities with men for recognition, respect, and advancement at the college. Approximately 9% (n=28) felt that equal opportunities for women were not always available, and about 3% (n=11) of employees did not feel that women have equal

[12] Survey questions 30-32, 42, and 43.

opportunities with men at the college. Approximately 7% (n=22) indicated that they did not know whether women had equal opportunities with men.

Nearly 76% (n=250) of employees felt that ethnic minorities have equal opportunities for recognition, respect, and advancement at the college. About 11% (n=36) of employees indicated that this was not always the case and approximately 5% (n=15) felt that ethnic minorities did not have equal opportunities. Nearly 9% (n=29) of respondents indicated that they did not know whether ethnic minorities had equal opportunities at the college.

For the most part, employees did not feel that prejudice was a problem on campus. Additionally, an overwhelming majority of respondents felt that women and ethnic minorities had equal opportunities for recognition, respect, and advancement[13]. The college did not do so well in terms of its inclusion of students in the decision-making process. Only 25% of survey respondents indicated that they felt students were consulted when important decisions are made. Tables 12 and 13 present each of the five equity and inclusion items and the distribution of faculty-staff responses.

Table 12. Percent Distribution of Faculty-Staff Ratings on Equity and Inclusion.

Survey Item	Agree	Neutral	Disagree
30. Students are asked for their ideas when important decisions are made on campus.	24.6 (n=76)	44.7 (n=138)	30.7 (n=95)
31. Prejudice among students is a problem on campus.	13.9 (n=43)	38.4 (n=119)	47.7 (n=148)
32. Prejudice among faculty and staff is a problem on campus.	13.0 (n=41)	23.7 (n=75)	63.3 (n=200)

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[13] The majority of respondents were Caucasian males. The nature of the respondent base could be contributing, at least in part, to the high ratings the college received in this area.

Table 13. Percent Distribution of Equal Opportunity Items.

Survey Item	Definitely	Generally	Not Always	No	Don't Know
42. Do women have equal opportunities with men for recognition, respect, and advancement at the college?	52.1 (n=172)	29.4 (n=97)	8.5 (n=28)	3.3 (n=11)	6.7 (n=22)
43. Do ethnic minorities have equal opportunities for recognition, respect, and advancement at the college?	45.5 (n=150)	30.3 (n=100)	10.9 (n=36)	4.5 (n=15)	8.8 (n=29)

Commitment.[14] Two items related to institutional commitment to diversity and the curtailment of sexual harassment appeared on the survey. On the first item employees were asked to rate, along a four-point scale, how much of a commitment to diversity they perceived the college to have. A response of one indicated a very strong commitment, a response of two indicated a fairly strong commitment, a response of three indicated a limited commitment, and a response of four indicated a lack of commitment. Response category five was included in the event that the respondent could not gauge the college's level of commitment. On the second item employees were asked to rate, along a three-point scale, the college's commitment to the curtailment of sexual harassment. A response of one would indicate aggressive commitment, a response of two would indicate commitment for the most part, and a response of three would indicate no commitment.

Employees were asked to rate, in practice, how much of a commitment the college has to increasing the numbers and percentages of ethnic minorities in classified, faculty, and administrative positions. Approximately 31% (n=103) of employees felt the college had a very strong commitment, about 40% (n=130) of employees felt the college had a fairly strong commitment, 14% (n=46) of employees felt the college had a limited commitment, and 4% (n=13) of employees felt the college had no commitment.

Nearly 30% (n=98) of employees indicated they felt the college was aggressively committed to the curtailment of sexual harassment. About 38% (n=98) of employees felt the college was committed for the most part, and nearly 11% (n=35) of employees reported that college commitment was not evident. Nearly 11% (n=37 and 35 respectively) had no opinion or were unaware of sexual harassment.

Table 14 presents both commitment items and the distribution of faculty-staff responses.

[14] Survey questions 44 and 48.

Table 14. Percent Distribution of Faculty-Staff Ratings on Commitment.

44. In practice, how much of a commitment do you believe the college has to increasing the numbers and percentages of ethnic minorities in classified, faculty, and administrative positions?			45. Is the college committed to the curtailment of sexual harassment?	
Very Strong Commitment	31.3 (n=103)		Yes, Aggressively	29.6 (n=98)
Fairly Strong Commitment	39.5 (n=130)		Yes, for the Most Part	38.1 (n=126)
Limited Commitment	14.0 (n=46)		Commitment Not Evident	10.6 (n=35)
No Commitment	4.0 (n=13)		Don't Know	11.2 (n=37)
Don't Know	11.2 (n=37)		Not Aware of Harassment	10.6 (n=35)

Responsiveness to Diversity.[15] For each of these items faculty and staff members were asked to indicate the level of the college's responsiveness along a five-point continuum. Responses of one or two indicate the respondent feels that the college is responsive, a response of three indicates that the respondent has a neutral opinion, and responses of four or five indicate the respondent feels the college is unresponsive.

About 59% (n=185) of employees felt the college was responsive to the diverse needs of the changing demographics of the students. Approximately 31% (n=98) of employees were neutral and slightly less than 10% (n=30) felt that the college was unresponsive to the changing demographics of students.

Approximately 54% (n=167) of employees felt that the college was responsive to the needs of changing demographics of staff and administration. About 37% (n=114) of employees had no opinion and 10% (n=31) of employees felt that the college was unresponsive to the needs of changing demographics of staff and administration.

Almost 53% (n=164) of employees felt the college was responsive to the needs of changing demographics of faculty. Nearly 36% (n=111) of employees were without an opinion and about 12% (n=36) of employees felt the college was unresponsive to the needs of the changing demographics of faculty.

[15] Survey questions 71-73.

The college is perceived by the majority of employees responding to the survey as responsive to the diverse needs of changing students, faculty, and staff. Table 15 presents each of the three responsiveness items and the distribution of faculty-staff responses.

Table 15. Percent Distribution of Faculty-Staff Ratings on Responsiveness.

Survey Item	Responsive	Neutral	Not Responsive
71. How responsive do you think that Cypress College is to the diverse needs of the changing demographics of our students?	59.1 (n=185)	31.3 (n=98)	9.6 (n=30)
72. How responsive do you think that Cypress College is to the diverse needs of the changing demographics of our staff and administration?	53.5 (n=167)	36.5 (n=114)	9.9 (n=31)
73. How responsive do you think that Cypress College is to the diverse needs of the changing demographics of our faculty?	52.7 (n=164)	35.7 (n=111)	11.6 (n=36)

Student Recruitment and Retention

The survey contained four items related to student recruitment and student retention. For each of these items faculty and staff members were asked to indicate their level of agreement along a five-point continuum.

Recruitment.[16] Approximately 44% (n=144) of faculty-staff members agreed that the recruitment of students from underrepresented ethnic groups should be a priority at Cypress College. Half as many employees (22%, n=72) did not feel the recruitment of students from underrepresented ethnic groups should be a college priority. Slightly less than 34% (n=110) of employees were neutral. Table 16 presents the distribution of faculty-staff responses on the student recruitment item.

Table 16. Percent Distribution of Faculty-Staff Ratings on Student Recruitment.

Survey Item	Agree	Neutral	Disagree
60. Recruitment of students from underrepresented racial/ethnic groups should be a priority at Cypress College	44.2 (n=144)	33.7 (n=110)	22.1 (n=72)

Retention.[17] An overwhelming majority (83%, n=269) of Cypress College employees agreed that the retention of all enrolled students should be a priority at Cypress College.

[16] Survey question 60.
[17] Survey questions 61-63.

Approximately 14% (n=45) did not have an opinion. Very few employees (4%, n=12) indicated that retention of current students should not be a college priority.

Forty-one percent (n=134) of faculty-staff members agreed that Cypress College should make the retention of students from particular ethnic groups a priority. Nearly a third of employees (33%, n=106) indicated a neutral response, and more than one-quarter (26%, n=84) of employees reported that targeting specific ethnic groups for retention should not be made a priority.

More than half of employees (55%, n=179) agreed that Cypress College should focus on retaining students who are initially unprepared for college level work. Approximately one quarter (26%, n=85) of employees had no opinion and 19% (n=60) disagreed that academically unprepared students should be targeted for retention.

The majority of Cypress College employees supported college efforts for student retention. The emphasis, however, was on retaining all enrolled students rather than specific segments of the student population (i.e., members of certain ethnic groups or student unprepared for college level work). Table 17 presents each of the three student retention items and the distribution of faculty-staff responses.

Table 17. Percent Distribution of Faculty-Staff Ratings on Student Retention.

Survey Item	Agree	Neutral	Disagree
61. Retention of enrolled students should be a priority at Cypress College.	82.5 (n=269)	13.8 (n=45)	3.7 (n=12)
62. Retention of students from specific racial/ethnic groups should be a priority at Cypress College.	41.4 (n=134)	32.7 (n=106)	25.9 (n=84)
63. Retention of students who are initially unprepared for college level work should be a priority at Cypress College.	55.2 (n=179)	26.2 (n=85)	18.5 (n=60)

Perceptions of Students

The survey contained ten items related to employee perceptions of student preparedness and programs for historically underrepresented students.

Student Preparedness.[18] Almost half of the respondents (49%, n=160) disagreed that most enrolled students are adequately prepared academically for Cypress College. Of these, 70% (n=105) were faculty members. Roughly 37% (n=119) of all respondents had no opinion, and approximately 14% (n=46) of all respondents felt most students were, in fact, academically prepared for the college.

[18] Survey questions 25-29.

Approximately 54% (n=174) of employees disagreed that only students proficient in English are adequately prepared academically for Cypress College, the majority (64%, n=104) of which were faculty members. No opinion was expressed by 28% (n=89) of all employees and approximately 19% (n=61) agreed that a student must be proficient in English to be adequately prepared at the college.

Nearly two-thirds (65%, n=210) of employees disagreed that only students from the mainstream culture are adequately prepared academically for Cypress College, most of which (65%, n=129) were faculty members. About 28% (n=89) of all college employees were without opinion. Only 7% (n=23) of all employees agreed that only mainstream students are adequately prepared at the college level.

Half of employees (50%, n=160) felt that students do not have to be receptive to new ideas in order to benefit from the educational experiences at Cypress College whereas 17% (n=55) felt students' openness to new ideas was necessary to gain benefit. One-third (33%, n=107) of employees had no opinion.

About 61% (n=197) of employees felt that students who are not proficient in English are able to benefit from the educational experiences at Cypress College. Approximately 25% (n=80) were neutral and 15% (n=48) felt English proficiency among students was necessary to gain educational benefit.

Most employees viewed Cypress College students as academically unprepared. The lack of readiness that employees perceived, however, was not attributable to language or culture but was associated with the general student population. In fact, the majority of employees did not feel that English proficiency is a determinant of the educational benefits at Cypress College. Furthermore, half of employees felt that students could benefit even if they are not receptive to new ideas. Table 18 presents each of the five student preparedness items and the distribution of faculty-staff responses.

Table 18. Percent Distribution of Faculty-Staff Ratings on Student Preparedness.

Survey Item	Agree	Neutral	Disagree
25. Most enrolled students are adequately prepared academically for Cypress College.	14.2 (n=46)	36.6 (n=119)	49.2 (n=160)
26. Only those students who are proficient in English are adequately prepared academically for Cypress College.	18.8 (n=61)	27.5 (n=89)	53.7 (n=174)
27. Only those students from mainstream culture are adequately prepared academically for Cypress College.	7.1 (n=23)	27.6 (n=89)	65.2 (n=210)
28. Only those students who are receptive to new ideas are able to benefit from the educational experiences at Cypress College.	17.1 (n=55)	33.2 (n=107)	49.7 (n=160)
29. Students who are not proficient in English are able to benefit from the educational experiences at Cypress College.	60.6 (n=197)	24.6 (n=80)	14.8 (n=48)

Programs for Underrepresented Students.[19] About 40% (n=122) of employees disagreed that campus programs for historically underrepresented students are typically remedial in nature while approximately 17% (n=53) of employees agreed that they are typically remedial. No opinion was reported by 43% (n=131) of respondents.

Approximately 37% (n=117) of employees agreed that campus programs for historically underrepresented students are a central part of the college's mission whereas one-quarter (n=77) of employees did not believe them to be an important part of the college's mission. Thirty-eight percent (n=119) of respondents expressed no opinion.

About 42% (n=131) of employees agreed that campus programs for historically underrepresented students are educationally effective while 12% (n=38) of employees believed them to be ineffective. Almost half of the respondents (46%, n=142) were neutral in their beliefs.

Fifty-eight percent (n=182) of employees did not believe that campus programs for historically underrepresented students are a drain on the institution's resources whereas approximately 13% (n=42) of employees believed that such programs are, in fact, a drain on the institution's resources. Twenty-nine percent (n=92) of respondents expressed no opinion.

Two-thirds (66%, n=208) of employees believed that campus programs for historically underrepresented students do not stigmatise the institution's prestige while 10% (n=32)

[19] Survey questions 33-37.

of employees believed that such programs leave a stigma on the institution. Nearly a quarter (24%, n=74) of respondents did not have an opinion.

Overall, college employees had positive regard for programs designed to help historically underrepresented students. More than half of respondents felt such programs should not be considered a drain on the institution's resources and two-thirds of respondents did not believe such programs stigmatised the institution. While the majority of Cypress College faculty and staff members expressed neutral feelings, approximately 40% of employees felt these programs are not remedial, are educationally effective, and are central to the college's mission. Table 19 presents each of the five underrepresented student program items and the distribution of faculty-staff responses.

Table 19. Percent Distribution of Faculty-Staff Ratings on Programs for Underrepresented Students.

Survey Item	Agree	Neutral	Disagree
33. I believe that campus programs for historically underrepresented students are typically remedial in nature.	17.3 (n=53)	42.8 (n=131)	39.9 (n=122)
34. I believe that campus programs for historically underrepresented students are a central part of the college's mission.	37.4 (n=117)	38.0 (n=119)	24.6 (n=77)
35. I believe that campus programs for historically underrepresented students are educationally effective.	42.1 (n=131)	45.7 (n=142)	12.2 (n=38)
36. I believe that campus programs for historically underrepresented students are a drain on the institution's resources.	13.3 (n=42)	29.1 (n=92)	57.6 (n=182)
37. I believe that campus programs for historically underrepresented students are a stigma on the institution's prestige.	10.2 (n=32)	23.6 (n=74)	66.2 (n=208)

Job Satisfaction

The survey contained eighteen questions related to employee job satisfaction. One item assessed the comfort and safety of the work environment, three items addressed challenges and decision-making, five items focused on teamwork, and nine items were directed at overall job satisfaction.

Work Environment.[20] For this item faculty-staff members were asked to rate, along a four-point scale, the adequacy of their work environment. A response of one indicates the environment was more than adequate, a response of two indicates the environment was just adequate, a response of three indicates the environment was partially adequate and partially inadequate, and a response of four indicates the environment was completely inadequate.

[20] Survey question 47.

In assessing the comfort and safety of the environment they work in, 61% (n=200) of employees reported adequate or better than adequate conditions. Approximately 31% (n=101) of employees reported their working conditions to be adequate only part of the time while 9% (n=29) of employees felt their working conditions were completely inadequate. Table 20 presents the distribution of faculty-staff responses on this work environment item.

Table 20. Percent Distribution of Faculty-Staff Ratings on Work Environment.

Survey Item	More than Adequate	Just Adequate	Partially Inadequate	Totally Inadequate
47. How would you rate your physical work environment (i.e. comfort and safety)?	28.5 (n=94)	32.1 (n=106)	30.6 (n=101)	8.8 (n=29)

Challenges and Decision-Making.[21] For the first item faculty-staff members were asked to rate, along a five-point scale, how often challenges are presented in their jobs. The second two items asked employees to rate their level of agreement along a five-point continuum.

About 62% (n=204) of employees reported they were almost always challenged by their jobs and able to make use of their skills and abilities. Another 26% (n=86) reported being challenged quite often. Only 8% (n=27) of employees reported few challenges in their jobs and less than 4% (n=13) of employees reported challenges to be very few or non-existent.

Three-quarters of employees (n=246) agreed that they are given sufficient authority to implement decisions. Only 13% (n=41) felt they are not given such authority. Another 13% (n=41) were neutral.

More than half (51%, n=161) of employees disagreed when asked if upper administration puts too much pressure on them to accomplish too many objectives and priorities, while nearly 18% (n=57) of employees agreed. Nearly one-third (31%, n=99) of employees did not have an opinion.

These findings indicate that employees felt challenged and empowered by their jobs. Table 21 presents each of the three challenge and decision-making items and the distribution of faculty-staff responses.

[21] Survey questions 45, 50, and 52.

Table 21. Percent Distribution of Faculty-Staff Ratings on Challenge Item.

Survey Item	Almost Always	Quite Often	Only a Little	Very Little	Not At All
45. Does your current position challenge you and require use of your skills and abilities?	61.8 (n=204)	26.1 (n=86)	8.2 (n=27)	1.8 (n=6)	2.1 (n=7)

Table 22. Percent Distribution of Faculty-Staff Ratings on Decision Items.

Survey Item	Agree	Neutral	Disagree
50. I am given sufficient authority to implement my decisions.	75.0 (n=246)	12.5 (n=41)	12.5 (n=41)
52. Upper administration puts too much pressure on me to accomplish too many objectives and priorities.	18.0 (n=57)	31.2 (n=99)	50.8 (n=161)

Shared Governance and Team Work.[22] Nearly two-thirds (65%, n=204) of faculty-staff members agreed that promoting teamwork among those who work in their area is an important part of their job. Only 11% (n=36) of employees disagreed while approximately 24% (n=76) of employees had no opinion.

Most (57%, n=180) employees agreed that they are optimistic about what can be achieved through consensus-based decision-making and shared governance. About 17% (n=54) of employees disagreed while approximately 26% (n=84) of employees expressed no opinion.

Almost half (47%, n=150) of employees agreed that they have the opportunity to participate meaningfully in shared governance at Cypress College while approximately 21% (n=69) of employees disagreed. Around 32% (n=103) of employees were neutral.

About 46% (n=151) of employees agreed that staff development activities meet their needs. More than a quarter (26%, n=84) of employees disagreed and around 28% (n=91) of employees had no opinion.

Just under half (49%, n=157) of employees agreed that a sense of team spirit exists at Cypress College. Twenty-two percent (n=70) of employees disagreed that there is team spirit at the college whereas 30% (n=96) of employees remained neutral.

[22] Survey questions 53-57.

While most employees agreed that the promotion of teamwork is an important part of their job, less than half actually felt a sense of team spirit at the college. In addition, most employees were optimistic about the benefits of shared governance at Cypress College but not as many employees felt they had the opportunity to meaningfully share in it. Less than half of employees agreed that staff development activities meet their needs. Table 23 presents each of the five teamwork items and the distribution of faculty-staff responses.

Table 23. Percent Distribution of Faculty-Staff Ratings on Shared Governance and Teamwork.

Survey Item	Agree	Neutral	Disagree
53. An important part of my job is promoting a sense of teamwork among those who work in my area	64.6 (n=204)	24.1 (n=76)	11.4 (n=36)
54. I am optimistic about what can be achieved through consensus-based decision making and shared governance	56.6 (n=180)	26.4 (n=84)	17.0 (n=54)
55. I have the opportunity to participate meaningfully in shared governance at Cypress College	46.6 (n=150)	32.0 (n=103)	21.4 (n=69)
56. Staff development activities meet my needs	46.3 (n=151)	27.9 (n=91)	25.8 (n=84)
57. A sense of team spirit exists at Cypress College	48.6 (n=157)	29.7 (n=96)	21.7 (n=70)

Overall Job Satisfaction.[23] There were nine items related to employee job satisfaction. On the first item employees were asked to rate, along a three-point scale, the effect that Cypress College students have on their job satisfaction. A response of one indicates students contribute to job satisfaction, a response of two indicates students sometimes contribute to job satisfaction and sometimes are detrimental to job satisfaction, and a response of three indicates students are detrimental to job satisfaction. Response category four was available for those who felt the students have no effect on job satisfaction and response category five was included in case the respondent had no opinion.

More than three-quarters (76%, n=250) of Cypress College employees reported that students contribute to job satisfaction. About 18% (n=61) of employees reported students sometimes contribute and sometimes deter from the satisfaction they get from doing their jobs. Only 2% (n=5) of employees indicated that students are detrimental to job

[23] Survey questions 49, 59, and 64-70.

satisfaction. Three percent (n=10) of faculty-staff members had no opinion and 2% (n=5) of faculty-staff members reported that students do not affect their jobs.

The next item related to job satisfaction was rated on the five-point agreement continuum, while the remaining items were rated on a five point satisfaction continuum.

More than two-thirds (67%, n=218) of faculty-staff members agreed that their present position satisfies their professional goals and aspirations at this point in their career. About 15% (n=50) of faculty-staff members had no opinion while approximately 18% (n=60) of faculty-staff members disagreed.

Nearly four-fifths (79%, n=256) of employees indicated they were satisfied with their position. Around 11% (n=36) of employees indicated they were dissatisfied with their position and approximately 10% (n=33) of employees were neutral.

In terms of salary, less than half (48%, n=156) of employees indicated satisfaction. About 28% (n=92) of employees reported dissatisfaction with their salary and 24% (n=78) of employees expressed no opinion.

Most employees (58%, n=186) reported satisfaction with employee benefits. Approximately 23% (n=75) of employees reported they were dissatisfied with their benefits and about 19% (n=62) of employees were neutral.

More than half (51%, n=162) of employees reported satisfaction with career advancement opportunities at Cypress College. Approximately 22% (n=72) of employees indicated dissatisfaction whereas close to 27% (n=87) had no opinion.

Three-fifths (60%, n=192) of employees were satisfied with personal growth opportunities at Cypress College. About 17% (n=53) of employees were dissatisfied with opportunities for personal growth at the college and around 23% (n=75) were without opinion.

The overwhelming majority (82%, n=266) of Cypress College employees reported satisfaction with co-worker relationships. Only 6% (n=19) of employees expressed dissatisfaction with colleagues and approximately 12% (n=40) of employees were neutral.

A large percentage (79%, n=256) of employees reported satisfaction with their immediate supervisor or administrator. Around 11% (n=36) of employees reported dissatisfaction and about 10% (n=33) of employees reported they had no opinion.

The vast majority of Cypress College employees indicated an overall satisfaction with their jobs. A large percentage of employees reported satisfaction with their work relationships (colleagues, supervisors or administrators, and students). Most employees also indicated that their positions meet their professional goals and offer sufficient chance for advancement and personal growth. Employment benefits were also satisfactory for

most employees. Less than half of Cypress College employees, however, reported satisfaction with their salaries. Tables 24 and 25 present each of the nine job satisfaction items and the distribution of faculty-staff responses.

Table 24. Percent Distribution of Faculty-Staff Ratings of Student Contribution to Job Satisfaction.

Survey Item	Contribute to Job Satisfaction	Sometimes Contribute, Sometimes Detrimental	Are Detrimental to Job Satisfaction	Do Not Affect My Job	No Opinion
49. Generally, the students that we serve:	75.5 (n=250)	18.4 (n=61)	1.5 (n=5)	1.5 (n=5)	3.0 (n=10)

Table 25. Percent Distribution of Faculty-Staff Ratings of Job Satisfaction.

Survey Item	Agree	Neutral	Disagree
59. At this point in my career, I feel my present position satisfies my professional goals and aspirations.	66.5 (n=218)	15.2 (n=50)	18.3 (n=60)
Survey Item	**Satisfied**	**Neutral**	**Dissatisfied**
64. Overall, how satisfied are you with your position?	78.8 (n=256)	10.2 (n=33)	11.1 (n=36)
65. Overall, how satisfied are you with your salary?	47.9 (n=156)	23.9 (n=78)	28.2 (n=92)
66. Overall, how satisfied are you with your employee benefits?	57.6 (n=186)	19.2 (n=62)	23.2 (n=75)
67. Overall, how satisfied are you with your opportunities for career advancement at Cypress College?	50.5 (n=162)	27.1 (n=87)	22.4 (n=72)
68. Overall, how satisfied are you with your opportunities for personal growth at Cypress College?	60.0 (n=192)	23.4 (n=75)	16.6 (n=53)
69. Overall, how satisfied are you with your relationship with your co-workers?	81.8 (n=266)	12.3 (n=40)	5.8 (n=19)
70. Overall, how satisfied are you with your relationship with your immediate supervisor/administrator?	78.8 (n=256)	10.2 (n=33)	11.1 (n=36)

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CONCLUSION

In general, employees responding to the survey have a positive view of the college, their jobs, and the students they serve. The majority of respondents do not perceive problems of discrimination in terms of equality of opportunity, recognition, or advancement for ethnic minorities or women. Additionally, a significant proportion of respondents felt programs designed to help historically underrepresented students were educationally effective and central to the college mission. Respondents also viewed retention of all students as important. It is clear that those employees choosing to respond to the survey have a strong commitment to serving all students and share in the college commitment to diversity and gender issues.

The college did receive negative assessments on more mundane issues related to operations. Facilities received negative ratings by nearly half of the respondents. Those viewing facilities negatively indicate that poor maintenance detracts from the learning environment. Additionally, less than half of employees feel safe walking on campus during the evening hours. Property safety, in terms of vehicles parked in the parking lot, was also viewed as an issue among those employees responding to the survey.

It is not clear whether these results can be generalized to the entire population of employees at the college due to the response rate and the demographic breakdown of those responding to the survey. Although the sample distribution in terms of ethnicity and gender seem to indicate a lack of diversity among full-time staff and faculty, it is interesting to note the distribution of age and work experience among this group. Approximately 20% of those responding to the survey indicate that they are 55 years of age and over with 20 or more years of work experience. These data indicate that there will be an opportunity for the institution to increase its diversity in terms of ethnicity and gender among its full-time staff over the next five years.

APPENDIX A

CYPRESS COLLEGE
FACULTY/STAFF CAMPUS CLIMATE SURVEY

Campus climate refers to the way that students, faculty, and staff perceive the campus. This survey represents a major component of Cypress's effort to assess its campus climate. We are interested in your sincere responses to the questions that follow. Your responses will remain anonymous. The results will be represented in summary form only.

People look at colleges in many different ways. Usually there is an overall campus atmosphere or climate, which may be described in various ways. Describe your feeling about the "campus climate" at Cypress College by marking the appropriate number on the scantron form. *Lower ratings* would indicate that you perceive the campus climate to be more like the *description on the left*; *higher ratings* indicate that you perceive the climate to be more like the *description on the right.*

1. relaxed	1	2	3	4	5	tense
2. supportive	1	2	3	4	5	unsupportive
3. friendly	1	2	3	4	5	hostile
4. cooperative	1	2	3	4	5	competitive
5. respectful	1	2	3	4	5	disrespectful
6. tolerant	1	2	3	4	5	intolerant
7. comfortable	1	2	3	4	5	uncomfortable
8. open	1	2	3	4	5	closed
9. harmonious	1	2	3	4	5	much conflict
10. interested	1	2	3	4	5	indifferent
11. sincere	1	2	3	4	5	artificial

On a scale of one to five, with 1 meaning you STRONGLY AGREE and 5 meaning you STRONGLY DISAGREE, please mark the number on the scantron form which best describes your opinion about the following statements.

	Strongly Agree				Strongly Disagree
12. At Cypress College, I feel most comfortable when I socialize with people from the same ethnic/racial background as mine.	1	2	3	4	5
13. At Cypress College, I feel comfortable when I participate in campus activities that focus on cultures other than my own.	1	2	3	4	5
14. I am satisfied with the diversity of the ethnic backgrounds of the faculty.	1	2	3	4	5
15. I am satisfied with the diversity of the ethnic backgrounds of the staff and administrators at Cypress College.	1	2	3	4	5
16. While at Cypress College, I feel some responsibility to be a spokesperson for my racial/ethnic group.	1	2	3	4	5
17. While at Cypress College, I feel some responsibility to be a spokesperson for my gender.	1	2	3	4	5
18. There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension.	1	2	3	4	5

	Strongly Agree				Strongly Disagree
19. The campus grounds are attractive and contribute to a pleasant environment at Cypress College.	1	2	3	4	5
20. Facilities are clean and do not detract from the learning experience.	1	2	3	4	5
21. I feel safe walking on campus during the daytime.	1	2	3	4	5
22. I feel safe walking on campus at night.	1	2	3	4	5
23. My car is safe when it is parked on campus during daytime.	1	2	3	4	5
24. My car is safe when it is parked on campus at night.	1	2	3	4	5
25. Most enrolled students are adequately prepared academically for Cypress College.	1	2	3	4	5
26. Only those students who are proficient in English are adequately prepared academically for Cypress College.	1	2	3	4	5
27. Only those students from the mainstream culture are adequately prepared academically for Cypress College.	1	2	3	4	5
28. Only students who are receptive to new ideas are able to benefit from the educational experiences at Cypress College.	1	2	3	4	5
29. Students who are not proficient in English are able to benefit from the educational experiences at Cypress College.	1	2	3	4	5
30. Students are asked for their ideas when important decisions are made on campus.	1	2	3	4	5
31. Prejudice among students is a problem on campus.	1	2	3	4	5
32. Prejudice among faculty and staff is a problem on campus.	1	2	3	4	5
33. I believe that campus programs for historically underrepresented students are typically remedial in nature.	1	2	3	4	5
34. I believe that campus programs for historically underrepresented students are a central part of the college's mission.	1	2	3	4	5
35. I believe that campus programs for historically underrepresented students are educationally effective.	1	2	3	4	5
36. I believe that campus programs for historically underrepresented students are a drain on the institution's resources.	1	2	3	4	5
37. I believe that campus programs for historically underrepresented students are a stigma on the institution's prestige.	1	2	3	4	5

38. How informed do you think you are about what is happening at Cypress College (college-wide)?

1. Very well informed
2. Somewhat informed
3. Poorly informed
4. Not at all informed

39. How informed do you think you are about what is happening in your division or unit?

1. Very well informed
3. Somewhat informed
4. Poorly informed
5. Not at all informed

40. Are opportunities available for you to make suggestions for improvements at your department or unit level?

1. Often
2. Occasionally
3. Seldom
4. Never

41. Are you aware of appropriate and effective channels for making your suggestions heard at the institutional level?

1. Yes, very aware
2. Yes, somewhat aware
3. Vaguely aware
4. No

42. Do women have equal opportunities with men for recognition, respect, and advancement at the college?

1. Yes, definitely
2. Yes, generally
3. Not always
4. No
5. I don't know

43. Do ethnic minorities have equal opportunities for recognition, respect, and advancement at the college?

1. Yes, definitely
2. Yes, generally
3. Not always
4. No
5. I don't know

44. In practice, how much of a commitment do you believe the college has to increasing the numbers and percentages of ethnic minorities in classified, faculty, and administrative positions?

1. Very strong commitment
2. Fairly strong commitment
3. Limited commitment
4. No commitment
5. I don't know

45. Does your current position challenge you and require use of your skills and abilities?

1. Almost always
2. Quite often
3. Only a little
4. Very little
5. Not at all

46. Generally, do you think that the college staff has a unified commitment to student success?

1. Definitely, all of us
2. Most of us
3. Some of us
4. Very few of us
5. None of us

47. How would you rate your physical work environment (i.e. comfort and safety)?

1. More than adequate
2. Just adequate, average
3. Inadequate in some ways, adequate in others
4. Totally inadequate

48. Is the college committed to the curtailment of sexual harassment?

1. Yes, aggressively
2. Yes for the most part
3. Commitment not evident
4. I don't know
5. I'm not aware of any harassment occurring

49. Generally, the students that we serve:

1. Contribute to the satisfaction I get from doing my job
2. Are detrimental to the satisfaction I get from doing my job
3. Sometimes contribute and sometimes are detrimental to the satisfaction I get from doing my job
4. Do not affect my job
5. No opinion

On a scale of one to five, with 1 meaning you STRONGLY AGREE and 5 meaning you STRONGLY DISAGREE, please mark the number on the scantron which best describes your opinion about the following statements.

	Strongly Agree				Strongly Disagree
50. I am given sufficient authority to implement my decisions.	1	2	3	4	5
51. Upper administration openly shares essential information with managers.	1	2	3	4	5
52. Upper administration puts too much pressure on me to accomplish too many objectives and priorities.	1	2	3	4	5
53. An important part of my job is promoting a sense of teamwork among those who work in my area.	1	2	3	4	5
54. I am optimistic about what can be achieved through consensus-based decision-making and shared governance.	1	2	3	4	5
55. I have the opportunity to participate meaningfully in shared governance at Cypress College.	1	2	3	4	5
56. Staff development activities meet my needs.	1	2	3	4	5
57. A sense of team spirit exists at Cypress College.	1	2	3	4	5
58. I regularly receive the information I need to help me fulfill my job responsibilities.	1	2	3	4	5
59. At this point in my career, I feel my present position satisfies my professional goals and aspirations.	1	2	3	4	5
60. Recruitment of students from underrepresented racial/ethnic groups should be a priority at Cypress College.	1	2	3	4	5
61. Retention of all enrolled students should be a priority at Cypress College.	1	2	3	4	5
62. Retention of students from specific racial/ethnic groups should be a priority at Cypress College.	1	2	3	4	5
63. Retention of students who are initially unprepared for college level work should be a priority at Cypress College.	1	2	3	4	5

On a scale of one to five, with 1 meaning you are VERY SATISFIED and 5 meaning you are VERY DISSATISFIED, please indicate your level of satisfaction with each of the following items by marking the appropriate number on the scantron form. LEAVE THE ITEM BLANK IF YOU HAVE NO OPINION.

	Very Satisfied				Very Dissatisfied
64. Overall, how satisfied are you with your position?	1	2	3	4	5
65. Overall, how satisfied are you with your salary?	1	2	3	4	5
66. Overall, how satisfied are you with your employee benefits?	1	2	3	4	5
67. Overall, how satisfied are you with your opportunities for career advancement at Cypress College?	1	2	3	4	5
68. Overall, how satisfied are you with your opportunities for personal growth at Cypress College?	1	2	3	4	5
69. Overall, how satisfied are you with your relationship with your co-workers?	1	2	3	4	5
70. Overall, how satisfied are you with your relationship with your immediate supervisor/administrator?	1	2	3	4	5

On a scale of one to five, with 1 meaning you think the college is VERY RESPONSIVE and 5 meaning you think the college is NOT AT ALL RESPONSIVE, please mark the number on the scantron which best describes your opinion about the following statements.

	Very Responsive				Not at All Responsive
71. How responsive do you think that Cypress College is to the diverse needs of the changing demographics of our students?	1	2	3	4	5
72. How responsive do you think that Cypress College is to the diverse needs of the changing demographics of our staff and administration?	1	2	3	4	5
73. How responsive do you think that Cypress College is to the diverse needs of the changing demographics of our faculty?	1	2	3	4	5

For each of the questions below, indicate how important each factor is to you by marking the appropriate number on the scantron form. Each item is rated on a five point scale, with 1 meaning the item is VERY IMPORTANT to you and 5 meaning the item is NOT AT ALL IMPORTANT to you. If you have no opinion, leave the item blank.

	Very Important				Not at All Important
74. How important to you, as a source of information about campus issues, is direct written correspondence?	1	2	3	4	5
75. How important to you, as a source of information about campus issues, is e-mail?	1	2	3	4	5
76. How important to you, as a source of information about campus issues, is "the rumor mill"?	1	2	3	4	5
77. How important to you, as a source of information about campus issues, are college committee meetings?	1	2	3	4	5
78. How important to you, as a source of information about campus issues, are meetings in your division/department area?	1	2	3	4	5
79. How important to you, as a source of information about campus issues, are newsletters and flyers?	1	2	3	4	5

80. Gender: 1. Female 2. Male

81. Age: 1. Below 18 2. 18 to 24 3. 25 to 34 4. 35 to 44 5. 45 to 54 6. 55+

82. Type of position:

1. Full-time
2. Part-time

83. Employee group:

1. Faculty-credit
2. Faculty-non-credit
3. Classified
4. Confidential
5. Administrative/Manager

84. I have been employed at Cypress College for _____ years.

1. Less than one
2. One to two
3. Three to five
4. Six to ten
5. Eleven to twenty
6. More than twenty

85. I work on campus during

1. Day hours only
2. Both day and night hours
3. Night hours only

86. My ethnic/racial background is: (Check all that apply)

1. American Indian/Alaskan Native
2. African-American
3. Vietnamese
4. Other Asian
5. Filipino
6. Mexican, Mexican-American, Chicano
7. Other Hispanic
8. Pacific Islander
9. White
10. Other_____

87. Do you have a verified disability?

1. No
2. Yes, visual impairment
3. Yes, mobility impairment
4. Yes, hearing impairment
5. Yes, learning disability
6. Yes, other type

88. What is your current reporting structure?

1. President's Area (President's office, Staff Development, Foundation, etc…)
2. Executive Vice President – Instruction (Division faculty and staff including the library and counseling)
3. Executive Vice President – Student Support Services (Admissions & Records, EOPS, Workforce Prep, etc.)
4. Vice President Educational Support and Planning (M & O, Media Services, Computing, etc…)
5. Director, Budget and Finance (Bursar, Bookstore, Childcare Center, etc…)
6. Other

88. If you work in a division, please indicate the division you work for:

1. Business & CIS
2. Counseling & Guidance
3. Fine Arts
4. Health Science
5. Language Arts
6. Library
7. Physical Education/ Athletics
8. Science/Engineering/Math
9. Social Sciences
10. Vocational/Technical Education

89. What is the one thing you are most proud of as an employee of Cypress College?

90. What is the one thing you think needs to be improved most at Cypress College?

91. Do you have any other comments or suggestions?

APPENDIX B

Question 90

What is the one thing you are most proud of as an employee of Cypress College?

1. The friendly staff to work with. The great atmosphere!
2. Spirit of friendliness and excellence at Cypress College.
3. Students.
4. The way the students respond to my teaching. They want to learn!
5. I am most proud of giving 100% to my job and is feeling like my effort makes a difference in my student's lives and in the quality of education offered at Cypress College.
6. Student Achievement.
7. Helping students.
8. My students, their work and personal growth.
9. Students have ready access to faculty most of whom are willing to assist students who want to succeed.
10. Our decentralized counseling system.
11. I am proud to work at such a widely respected college.
12. Collegiality.
13. Teaching.
14. Proud to be part of the faculty at Cypress.
15. Sense of community/ students.
16. I am proud of the commitment and passion of Human Service Students.
17. We make a difference. We take the top 100% of California's 'H.S graduates'.
18. We work as a team.
19. The quality of education and care we provide to students.
20. Good academic reputation and diversity of students.

21. Helpful and caring staff and faculty.

22. The community atmosphere and team work approach. Shared governance is alive and well here; however, there are still decisions being made without the affected areas having any input.

23. Interaction and support towards students.

24. Solid district, sound financially.

25. College reputation.

26. Proud of graduates. They make a difference in the community.

27. The students who graduate and become excellent RN's.

28. There is some degree of 'freedom' and because of that I feel I have made a significant difference in department in regards to morale and function.

29. The fine people who work here and their commitment to students.

30. I am most proud of the shared commitment for student success, and I am also proud of the quality of my department.

31. Cracker Jack teaching staff.

32. My students' success.

33. Customer service.

34. The services and programs for the students.

35. The great students. It is very enjoyable working with them.

36. Having the opportunity to inspire students to take a greater interest in political issues and the world at large.

37. The few students who successfully graduate from excellent 4 year institutions... Berkeley, Stanford, UCLA, and others.... UCI, CSUF, CSULB, etc.

38. We consistently have feedback about the friendliness of the campus staff. Diverse student body.

39. Good resources (i.e. people and equipment, including books and software) are available to students. We really care about students.

40. Students and their personal successes.

41. The professional success of our students/graduates.

42. The reputation of our program.

43. My students and their accomplishments. Seeing them become professionals and successful.

44. College's academic reputation.

45. That students report that we are helpful and friendly.

46. The wonderful opportunity to meet and encourage so many students over the years! They are the reason I became a teacher.

47. That I can contribute in some way to the future of this state and our country through higher education and advancement for anyone who wants to better themselves.

48. Longevity.

49. The opportunity to help direct the lives of students and help them get started in a career.

50. Being able to help deliver/provide a new form of education. Education that will be tailored to each student. A customized curriculum based on learning styles and interest. A curriculum that is guided and developed by instructors, but is computer based.

51. We have a beautiful campus that tries to meet the needs of the community.

52. Student successes- certificates, jobs, and promotions.

53. The working relationship we have on campus.

54. I believe that I contribute to the quality of 'good' that is felt in this division and in the college.

55. Feeling like I can make a difference for students every semester, month, week and day.
56. I have never come to campus without a smile on my face!!

57. Camaraderie.

58. Student performance and faculty support.

59. I'm very proud of my work.

60. I really like the weekly newsletter. It makes me feel connected with the entire school- a real sense of community.

61. Commitment to student learning among the college community.

62. Seeing our students matriculate in higher education and live successful lives.

63. I am most proud of the high quality of instruction provided by the department in which I work.

64. High academic standard.

65. Don't know enough about Cypress College to be proud of anything.

66. Focus on student success.

67. Accomplishments of students. Academic strength with excellent support for students with all ability levels.

68. I am proud of the outstanding education we are giving these students. Our Art department is as strong as any art school I have had the chance to visit. The students are leaving with competition portfolios : going to successful programs at upper division levels. I'm proud of the job I'm doing. And I love my department colleagues.

69. I am proud to be associated with Cypress College because I feel the faculty and staff are of the highest caliber and students attending the College receive a "top notch" education. I feel the staff goes out of their way to serve the needs of the students.

70. I'm proud of being in the educational system! I believe this system is the one of the most important systems overall that helps develop our future generation.

71. Raising the intellectual awareness of students who pass through my classes.

72. Proud to see student success and that I may have made a difference. Also, there is a friendly atmosphere (commented on by students). Students have enough trouble so they appreciate our friendly helpfulness.

73. Teaching students of different ethnic backgrounds.

74. I am proud to be a part of the students' success!

75. The high academic standards we uphold and the quality of instruction the motivated student receives.

76. Preparing my students to advance in their fields, and providing job placement opportunities for them.

77. Creating and developing the summer abroad program for Spanish classes.

78. The wonderful students we have and the feeling of community among the faculty and staff.

79. Student service.

80. I am proud to be working on a nice, diverse, friendly atmosphere as such here at Cypress College.

81. Cypress College has always been, and continues to be very student centered. I believe that this makes for a more effective learning environment.

82. Being able to improve the lives of students with disabilities.

83. I am extremely proud of Cypress College.

84. I am very proud of my division.

85. That I have been able to survive as an employee, through the ineptness of supervisors and managers.

86. Hiring ethnic and diverse hourly students who went to complete BS and gain full time employment.

87. Most staff here are very friendly and supportive.

88. Honor.

89. The people who work on campus are friendly and easy to get along with... supportive.

90. Being able to help my students achieve their goals.

91. Teaching students.

92. Helping others.

93. Having students come back and tell me how much this class helped them in their job or get a job.

94. The success factor of students.

95. Working with the students by teaching them new things, with those students who really want to learn.

96. Teamwork.

97. The importance of each employee.

98. Student accomplishments

99. Our ability to attract 11,000 students.

100. The programs and instruction for students.

101. Being a graduate of Cypress College.

102. Being a great part of our district, a proud employee and appreciative to be part of this campus.

103. I'm proud to be part of a campus (Cypress College) that really cares about the advancements of all their students.

104. I am proud to be part of a team of dedicated individuals who put the education of all students first.

105. There are high academic standards for students.

106. Being able to help students understand the material.

107. Working with a bright, energetic team of co-workers who go the extra mile to make our students comfortable and feel welcome while doing everything in their power to help them achieve success and happiness in the pursuit of their educational goals at Cypress College and beyond.

108. The pond- seriously, how well the employee groups work together. A highly competent and supportive president.

109. The spectacular architectural setting.

110. That we appeal (our institution) appeals to such a wide diversity of students.

111. We enable anyone who wants to try college to do so.

112. Enthusiasm of my students.

113. Being part of the instruction process, activity taking. Part in programs, one on one with students and teachers.

114. Most people care about their fellow student and have a sense of connectedness.

115. The excellent leadership our school enjoys in administration.

116. I truly think I am making a difference in my students' lives.

117. Diversity of students.

118. It's close to my trailer park.

119. Our diversity.

120. I particularly like the respect we have for each other, i.e., faculty, staff, administrators.

121. I'm proud of the institution and our commitment of student's success.

122. I wouldn't say that I'm proud of it, but one fact I really enjoy and appreciative about Cypress is the diversity in both students and faculty.

123. That I was hired to fill a newly created position.

124. Working environment.

125. Providing people with knowledge and skills to improve their lives.

126. To belong to a great group of dedicated educators. And people who really care.

127. It makes me feel proud when our students complete their work at Cypress and become productive members of the community.

128. Energetic and enthusiastic student population. Highly motivated faculty and staff.

129. Teaching, reading, and composition.

130. My opportunity to teach.

131. The valued programs offered at Cypress College.

132. Personal contact with students, making them feel important and assisting them in becoming independent , viable parts of society.

133. Relationship with colleagues. Organization in regard to adjuncts.

134. A commitment to grow multi-culturally.

135. A new dean who is making an important 'face-lift' to the social juvenile department.

136. We provide an excellent education in our department. We listen to student concerns and change what we can to improve our teaching/learning.

137. The campus is well planned, well laid out for students.

138. I think students feel successful here.

139. Students and athletes' improvement, development, and advancement.

140. State championship athletic teams.

141. To see student success.

142. The faculty, administrators, and students.

143. Quality of program.

144. I am most proud of our commitment to students, and our increasing focus on student retention (the early alert program) and on serving historically under-represented groups.

145. The college sense of community.

146. The positive impact we have on our students and the many opportunities that we provide.

147. The emphasis on student success as the heart beat of Cypress College.

148. Cypress College has helped me complete my career, as an educator, in preparing young people for an entry-level career in the medical services.

149. Staff.

150. Girls' Volleyball.

151. The one thing that I am most proud of as an employee is the quality of our staff.

152. We do not have a support within and among our peers/ other faculty.

153. My guidance to students who have taken classes from me.

154. I'm proud to say I'm an employee at Cypress College. This is, overall, a good place to work. In spite of our differences, I think students are well served.

155. Campus architecture.

156. One thing that I am most proud of as an employee is positive feedback I receive from many of my students.

157. Seeing people turn into productive and contributing individuals.

158. The students I've supported and mentored. So many are doing very well. They keep in touch. I am proud of them. They keep me here.

159. The quality of professors and programs offered.

160. I'm teaching in a field I love at an institution that allows me freedom to exercise my talents in a manner of respect and support.

161. The campus appears to be committed to a high level of responsiveness to student needs.

162. Nothing.

163. Educating students. Great Geography Department.

164. The relationship between the teaching faculty and the counseling faculty which helps promote a team approach to student success.

165. It is a wonderful opportunity of redirection in my life and I'm glad to be part of an educational institution, which is 'committed to promoting student success and contributing to intercultural understanding and the economic development of the surrounding community'.

166. I'm proud of how we care for our students and each other. It is a very nurturing climate for me.

167. I'm most proud of the commitment of faculty and staff to assist our student population.

168. The teaching I do.

169. The high level of professionalism and constant search for better approaches to serving student needs.

170. Be respected by people.

Question 91

What is the one thing you think needs to be improved most at Cypress College?

1. Computer systems are out of date. Also need to develop current-up to date courses in computers.
2. Bathrooms need to be maintained better and frequently.
3. Getting students to take more responsibility for their own education.
4. Fair opportunity for diverse staff.
5. Opportunities for part-timers to become full-time.
6. Physical maintenance- need more janitors to maintain buildings. Need continued upgrading ; upkeep of facilities.
7. Need more team building activities-lots of new faculty need opportunity to get to know each other.
8. Need deeper commitment to get students involved in campus life.
9. Need more resources for faculty especially in terms of technology to promote use of such technology in the classroom; need more training for learning community instructors to make paperwork easier.
10. Salaries need to be increased for part-timers. They are among the lowest for community colleges in the county.
11. Medical benefit options should be available for part-time teachers. It is shameful that this district will not offer them when many employees request and need them.
12. Communication. Administration and upper management need to show respect for all staff.
13. Counselors and faculty need to work together more directly to promote transfers and to target colleges and universities outside the U.C. and C.S.U. systems. This would be in addition to U.C. and C.S.U. transfers.
14. Interaction between departments (at faculty level). At student level: sense of community as in learning community… connection between courses.
15. As a new (5 weeks) instructor of only 1 class, I haven't found any such areas.
16. Number of classified employees.

17. Communication support, i.e., phones, email, and etc.

18. Technology- coming into the new millennium.

19. Fairness- treatment of students; and cleanliness- dust, dirty carpets, and filthy bathrooms.

20. Teamwork; administrators need to look over area to see if things are running smoothly. I believe classified needs and concerns are ignored.

21. The physical space, buildings and grounds need to be kept clean and the classroom equipment needs regular maintenance.

22. Computers for teachers; email and internet for teachers.

23. Simplify administrative tasks.

24. Offer more remedial courses to ensure students' academic success.

25. Increase full time staff.

26. Campus spirit; increase staff, students, etc.

27. More communication from maintenance and operations. It is poor and their follow through needs work also.

28. The division offices also need to be supported on deadline issues. With EIS, the time to schedule classes will be much longer yet we will not receive our computers until after the schedule is due. Several deadlines at one time. New hire flyer and PFE requests, both due same time, but then a month later the hire info still hasn't left the campus. This is very frustrating.

29. Communication.

30. Better maintenance, increase security, security more prominent as security, not as 'public assistants' to add to more secure feeling for students to deter theft on campus and in parking.

31. Diversity respect.

32. Improved? The overall physical plant- depressing and embarrassing that the campus looks so dreary, dingy, and dirty.

33. Restroom facilities; and lack of computer access by faculty.

34. Cleanliness.

35. The need to soundproof the walls so that classrooms and hallways are not joined together in one big cacophony.

36. Clean up the campus!!

37. Supply budget; less meetings; and better internal maintenance- paint, carpet, chairs.

38. Student awareness.

39. The cash allocation needs to be increased.

40. It needs a mission, not a strategic plan (only) objectives (only) or good (only). It needs a centralized mission statement that is adaptive to change.

41. Student retention.

42. The facilities. It is very difficult to do my job of keeping in touch with students without a telephone. An internet connection in my office would also be helpful.

43. Climate control in Humanities building. I am extremely uncomfortable in that building everyday as are my students. We freeze while the 3rd floor overheats. It creates a negative learning environment.

44. Infusion of technology-based instruction. Better access to telephones and computers (email).

45. Increase support staff in all areas including M&O, instruction, and student services.

46. The classrooms and restrooms are dirty. Old paint and carpeting may be unsightly, but the actual grunge (germs in the bathrooms) is appalling. I am embarrassed with visitors.

47. Environment. The campus is dirty. The bathrooms are filthy. Cleaning toilet bowls are needed. Door handles need to be washed. Dust and dirty carpets in classrooms are poor. The administrative building is pristine compared to the division's buildings. Unacceptable and need improvement now. Hire janitors before hiring more administrators or faculty.

48. Computer access for instructors. If we all had laptops, we could work at home and at school. No need for monitors. Could share printers.

49. Maintenance.

50. Division cleans who are effective administrators and are equally fair to all faculty (no favorites).

51. Better janitorial service in classrooms.

52. Racism among faculty and staff. There are no independent affirmative action members on hiring committees. Members should not be part of that division staff to be truly objective.

53. Don't close A/R office the first 2 weeks of school till 10 pm. Registration staff should not be overworked- just add extra help for 2-3 weeks.

54. We need more security staff ! There needs to be 24 hr security weekends. I do not feel safe in the building.

55. Benefits for part-time faculty.

56. Security for students, this should be a top priority, increasing security staff.

57. Hiring of part-timers of long standing.

58. Use the staff more effectively in making campus decisions.

59. New forms of educational delivery (i.e. education based on learning styles, delivered when the student wants to learn, not when the teacher wants to teach).

60. Rate of pay for extended day and summer school classes is too low.

61. Organizational structure- cumbersome and slow response times. Procedures are a "secret" that you discover from trial and error. Process is "bogged down" in paperwork.

62. Enrollment.

63. The perception that some staff have that we have racial problems.

64. I believe that there is a loss of direction from the new administration down to the divisions, but the reason is because most of the administrators are new. In all fairness, I believe that this is/will change soon.

65. We need to be able to respond to changing educational needs faster- curriculum etc takes too long to go through channels- by the time we change we are way behind.

66. Technology, communication. The decentralization of counseling and services needs to rectify, needs to be put in one place.

67. More security.

68. Increased pay for part time staff and faculty.

69. Pay for adjunct faculty.

70. Equal opportunity for all.

71. Custodial room cleanliness, ceiling repairs, outside cleanliness.

72. Equal pay for equal work. Part-timers receive the worst pay at Cypress College in all of Orange County.

73. The physical condition of the buildings, especially the classrooms, lecture rooms, library and the maintenance of the facilities. Improving but still needs more work done.

74. Computer system that will happen with new EIS system.

75. Redo the bathrooms. Give production center more help.

76. There is an overemphasis on ethnic and racial diversity, which impedes the hiring process.

77. Part time faculty salary.

78. Communication between Admin-Staff- Students for more effective shared governance.

79. Physical plant which is being gradually improved, but the facilities do not represent us well when they are dusty and smelly from old dirt.

80. Outdated equipment- Xerox machines need replacement in F.A. division. More maintenance needed for outside and inside.

81. I feel more classified staff need to be hired. The demands on the staff are increasing and staff are feeling increasingly stressed due to the increased workloads. The custodian staff cannot keep up with the general maintenance which needs to be performed to keep the campus looking nice. The restrooms are filthy and I've heard many complaints from staff and students.

82. The part time teaching situation.

83. The need to rearrange services for students and activities for them. Everything is to spread out. The food and student activities should be in the same area, with ongoing activities for students- should promote recruitment.

84. The cleanliness of the restrooms needs to be improved. Certain restrooms on campus look like they haven't been taken care of.

85. Employee morale!

86. Focus on enhancing student success by maintaining an 18 week semester, and support faculty in programs to attract highly motivated students to Cypress College (i.e. Pre-med, engineering, and computer science students). Make Cypress College more of an institution for higher learning, rather than just a remediation school.

87. Internal promotions.

88. Provide telephones! Computers to all faculty offices. We are in the dark ages without telephones specially.

89. The English department needs more classrooms in the Humanities Building. English instructors would also like to have media carts—right now, there is no opportunity to give computerized instruction.

90. More janitorial help in the humanitities building.

91. Professional marketing of programs.

92. The one important thing to improve is security. Secondly, a place for students to relax. Our existing student center is not being fully utilized because of its location.

93. Building upkeep needs to be improved.

94. Better physical access- larger elevators and more automatic doors.

95. I strongly feel that the managers need to learn to listen to their staff and ask them for input regarding maters that directly affect their departments and them.

96. Utilize more of our staff's resources. Many have talents/skills prior to employment at Cypress College.

97. Need more securities on campus at night and more light around the building, especially down from Tech Ed. II.

98. Attitude.

99. Safety.

100. No "Hands off" policy for security guards- let them protect our campus!

101. Insurance on computers and other available instructional equipment. Accountability from the contractors running around at night with keys leaving rooms open so equipment disappears.

102. More parking space on Saturday. The swap meetings seems to have taken over the parking spaces.

103. Inter communication and campus structure.

104. Stop making excuses for not closing work requests that have been requested for a long time.

105. The facilities- new carpet and paint please. Have you been in the Business Division lately?

106. The 'Us vs. Them' attitude among the staff departments.

107. Enrollment management.

108. Planning more lead time.

109. Budgeting to drive new or successful programs.

110. More focused marketing and unified image.

111. Broader recruitment program.

112. Technology-based education/ distance learning.

113. I feel the overall campus is very appealing. But the Adult Education Bungalows need some re-vamping and their restrooms restored!

114. That management positions have the knowledge and education to do their jobs effectively.

115. Decrease number of useless surveys.

116. The classrooms! Most of them are small for a group of 30-35 students. There is no room to move around.

117. We need more equipment (VCR's). There are not enough to move around.

118. Computer support equipment is weak. The business computer lacks a CD drive.

119. I'm not really aware of any specific issues although it would be nice to have a few more staff parking spots in Lot #4.

120. Maintenance of facilities.

121. Physical plant maintenance; i.e. L-216 is a total disgrace to the college (needs new carpet, paint, repair)

122. More grounds staff and janitors

123. Not enough support employees for faculty assistance; i.e., more persons than one to assist full time with HTML and computer projects.

124. Grade books cause too many mistakes; they are archaic, barely functional accounting book.

125. Benefits for part time faculty.

126. Maintenance: more custodians / cleaner rooms/ facilities need to be maintained (painted, plumbing).

127. Work request should be handled in a reasonable amount of time.

128. Race/ ethnicity diversity, gender, disability diversity.

129. Technology for students and faculty.

130. Lack hi- tech machinery

131. Lap tops, modem utility in classroom- instructional.

132. A sense of community amongst faculty- full and part time. Possibly meetings or events that encourage team spirit- uplifting, and motivating divisional activities.

133. The Academic Senate needs a removal.

134. The registration for students in the adult education. Evening wedding classes should start at the same day as the college classes.

135. Work environment.

136. Information/communication on how, why a person is hired.

137. Standards.

138. Cleaning the bathrooms.

139. Getting rid of all these foreigners.

140. The embarrassingly low pay and embarrassingly low yearly day increases.

141. Genuine concern for students.

142. Clean up carpets and restrooms.

143. We need more security, visibility, and 24/7 coverage.

144. The funding and staffing level of the physical plant that supports and maintains the institution.

145. Computers and computer projectors in the classroom.

146. More help for the ESL students in terms of grammar and spelling.

147. We need more copying machines that work, collating machines. Another budget matter! Keep up the good work!

148. Better distribution of office space, seniority should help.

149. Better parking management on Saturday.

150. Need cleaner restrooms and buildings

151. A fully functioning copy machine.

152. To catch up technology-wise to other C.C's.

153. To improve students' critical thinking skills.

154. Stop emphasizing differences based on race, sex, etc. (i.e. clubs, departments, special programs). Treat people equally.

155. Janitorial.

156. Grounds.

157. We need to have a sign that displays changes in our enrollment dates, graduation and to brag a little about accomplishments of students, faculty, staff, sport teams.

158. Improvement and maintenance of facilities and grounds.

159. To eliminate the over blown and frequently incompetent administration super structure.

160. Administration.

161. Maintenance. Cleanliness of building, rooms and restrooms.

162. Lights replaced in darkened stairwells. Non-responsive from maintenance department personnel.

163. We need a greater sense of 'oneness', less of a 'silo' mentality (everyone is working for their own interests).

164. Facilities (old equipment).

165. Training classes for new faculties to become a better teacher in compliance to the college expectation/guideline.

166. We have many people at the top that have not grown with the college needs. We need to be responsive to both student and faculty needs. I'm not sure that everyone is well-informed.

167. Money. More money to run our division. We are forced to fund raise in athletics at an alarmingly increasing rate.

168. More grounds/ custodial employees.

169. All grounds and athletic fields, restrooms, M & D sucks!

170. Hire more instructors.

171. Technology-finding resources to continually upgrade our hardware and software.

172. The facilities- classrooms, lighting, furniture, bathrooms, security, green areas, food outlets, noise levels (sound-proofing of classrooms).

173. Technology- telephones, computers, internet.

174. The janitorial services need more funding. We need more staff to keep the buildings in good shape. They are terribly overworked.

175. The faculty tends to 'baby' students. They are so concerned about retention that they let students come late for class without penalty, turn in papers late without penalty, throw them parties, etc. A work ethic must be developed for these students that they can carry on to their job when graduated.

176. Changing the M & D management process.

177. It is my opinion that Cypress College is slow in providing the faculty with updated computers, including the use of the internet.

178. Upgrade facilities.

179. The tutoring center needs to be more responsive and aggressive in hiring competent tutors.

180. Adequate.

181. Less competitive environment. Cleaner environment- classroom carpet.

182. The unfinished concrete walls (interior and exterior) need to be painted. Without this, the entire campus looks dreary/gray.

183. Attitude for all employees- to be committed and supportive of student success.

184. Campus maintenance.

185. One thing that needs to be improved at Cypress College is communication and coordination of programs and services. Departments, divisions, and our sister campus seem to want what they want and compete for funding, rather than work together toward providing overall excellence in education and campus cultures.

186. I think the appearance of the college needs to improve. The upkeep of the college is very important to me.

187. Employee job advancement.

188. Little accountability. Some folks do all the works and others slide.

189. The physical environment, especially near and under the piazza. It's scary!!!

190. The classrooms are dark and cold.

191. Instead of part-time instructors being told what they will be teaching, they should at least be asked what courses they would like to teach and at what hours.

192. There are too many dark corners on campus-especially at night- where there is a potential for problems.

193. The relationship and way the Dean reacts with faculty (instructors). There are 2 sides to every issue. The Dean needs to explore both before assuming the worst and the issuing 'directives' to the faculty without consultation.

194. Keeping classrooms and restrooms clean- more humanities building.

195. We need to hire more classified people. Individuals dealing with the public need to up to date on information and procedures and have good PR skills.

196. Technological advance. If we can fast forward the process to some extent. That would be great.

197. I think we need to work on marketing Cypress College.

198. A centralized student gathering area.

199. Recruitment issues- more should be done to reach the general population, i.e. recruitment at theatres, malls, local businesses, etc.

200. The teaching I do.

201. A way to manage shared governance without sacrificing time needed to provide a superior instructional program. Facilities need upgrading also.

202. Different background faculty members.

Question 92

Do you have any other comments or suggestions?

1. Increase part-timers in projects, etc..
2. Use flex days to meet with assigned counselor for the Theatre/Dance Department to map out strategies for transfer.
3. In regard to retention- I think efforts should be made to retain all students. However, some students, whether due to motivation, preparedness, or life circumstances may need time to 'get ready' to continue.
4. No.
5. No other suggestion.
6. To work with motivated support staff who enjoy their jobs.
7. Yes, I hope to have access to email and the internet before I retire (6-8 years).
8. Thank you!
9. Build a student center and provide more activities for 18-25 year old students.
10. Stairwells in Humanities Building are too dark and unsightly. The buildings could use external revamping, modernization and beautification.
11. More campus events and rallies.
12. Hopefully, some good will come from this survey. It seemed too many negative questions on diversity. I personally feel we are trying very hard to meet diversity needs.
13. Collaboration between divisions.
14. Thanks for the opportunity to do this survey.
15. Need more consideration when 'uprooting' departments. We're left out of loop of communication.
16. Please show concern for the learning environment itself by soundproofing the classrooms as quickly as possible. All of the programs in the world cannot eliminate the need for a focused classroom environment.
17. Need to make the tenure process more 'user-friendly'.

18. I don't think management should punish faculty with Friday meetings. This is the one day faculty can devote completely to student success.

19. It needs a mission, not a strategic plan (only), objectives (only), or good (only). It needs a centralized mission statement that is adaptive to change.

20. Having fun.

21. I think it is unfair to all to favor any ethnicity. I also think it is demeaning to those favored. I believe emphasis on retention leads to dilution of course content. College level transfer courses must be equivalent regardless of drop rates.

22. Cypress is a great place to work and study.

23. Thank you for asking.

24. Because of my background in accounting, but also from a common sense position, could some of the proceeds from the swap meet be used to improve security on the campus?

25. We need a major increase in maintenance of campus facilities. Restroom cleanliness. Responsive to maintenance request. M&O has a really bad attitude.

26. Great survey- just asking means you're on the right track.

27. We have an excellent college and a great president.

28. I would like to see more classified help in areas that need it.

29. I feel that there is a breach of confidentiality when hourly students are given access to counselor screens, tip screens and student files. I would suggest that this change.

30. I would like to see new classified staff on committees such as PAC, Budget.

31. Streamline. Streamline. Streamline. Education and technology are changing faster than we can.

32. Need for faculty to become more involved in collaborative programs, promoting cultural diversity, especially in relation, their classes and instruction to other programs on campus.

33. Good luck!

34. Maintain cleaner facilities and campus.

35. Improve the looks of the campus.

36. Stronger lights are needed at night. It is a very dark campus. We need email and more technology support.

37. "Meet the president is a great program". Diversification of staff and faculty with the right attitude is the key for our success.

38. I've enjoyed teaching here at Cypress.

39. We need a student center.

40. Redo the restrooms- instead of adding counseling and taking other rooms- add a restroom.

41. I am proud to be part of this great campus.

42. Lighting in classrooms needs to be improved. I would like to see 'tired' lighting or 'dimmers' which would allow me to use Power Point without turning light off completely.

43. Higher level administration should be more sensitive; give diverse people opportunities; develop positive attitude toward diverse people; stop controlling employees' progress and be sincere and up front with people; recognizing that we are all a part of the human family. Also, recognize that diverse people are not servants or being in servants' roles, doing tasks that other employees don't want to do. African Americans should be servants in the classical sense.

44. Do a year 2000 inspection of the campus- anything needing paint repair or replacement put on list and do something about it Now!!!

45. Why not have a campus Omnibusman who could direct and channel requests and there follow through?

46. Better office space would help.

47. I love this campus and the thoughts and design that went into it. I feel to maintain that aesthetic and architecture, committee would benefit the college and have a voice in the planning at district level.

48. Grants for the hi-tech equipment, private funding as available.

49. Adjunct faculty compensation so we need to be addressed fairly.

50. The Adult Ed. Registration evening wedding classes should be held open for a week which consist of only M/W. This way we can fill our classes, instead of closing down the class.

51. Strong positives: present president's leadership, a positive development. Solid instructor attitude towards teaching.

52. Fortunately, I am in an area that is very pleasant. I have a sort of polyanna outlook around here.

53. Planning and future growth/changes is essential to the success of the institution. We need to always be ahead of the game.

54. Recruit potential faculty from schools that have a high percentage of diverse ethnic backgrounds.

55. Allow and promote intellectual freedom.

56. Don't promote diversity; promote excellence.

57. I just love this place.

58. I remember when our campus looked like a beautiful park. It was great to show the campus off and to have high school students visit us.

59. Set up flex day.

60. Maintenance personnel need to have training on cleaning restrooms.

61. I am content with the college and administrative structure- need to add more environmental studies into the academic program.

62. Great place to work- good people!

63. Let's make this a beautiful clean campus!

64. Less committees, less 'shared governance'.

65. Have separate lot for faculty/students on weekend for classes (vs. swap meet).

66. Cleaner bathrooms. New classroom carpet.

67. Limit posting to bulletin boards. Our environment is a mess. More maintenance staff for cleaning rooms and grounds.

68. Centralize counseling and student services, i.e., having the transfer center and career center so far apart on campus creates unnecessary duplication of materials and services.

69. Weighing pros and cons. It's a good job. I just like to move up to new positions, responsibilities.

70. Spend more money on cleaning the H.S bathrooms!

71. I love the college, staff, and students, but issues such as campus environment, i.e. center of campus, restrooms, lighting in parking areas etc. Should be addressed too.

72. There are no services to assist adjunct faculty. We're treated like second-class citizens; staff (office) isn't very friendly towards our needs and impatient when asking a question.

73. I would like to see our minority population get more involved on committees and senate.

74. The whole team (family) should keep up the good work and keep the flag flying even higher.

75. Judge faculty's ability by checking students' achievement.

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